

APPENDIX

Normal developmental milestones

Age	Gross motor	Fine motor and vision	Hearing, language (e = expressive, r = receptive)	Personal-social	Red flags
Birth	Significant head lag; presence of primitive reflexes	Turns eyes to large and diffuse source of light	Has startle reaction to sudden loud sounds	Cries when hungry or uncomfortable	Floppy baby
6 wk	Head in line with body in ventral suspension	Fixes and follows past midline	Becomes still in response to sound	Social smile	Unresponsive to sound or visual stimuli
3 mth	Holds head at 45°–90° in ventral suspension; props up on forearms	Hands unfisted, holds object placed in the hand Fixes and follows past midline	Turns to sound; coos and laughs	Hand regard, laughs and squeals	Lack of social response or vocalisation
6 mth	Rolls over, no head lag on pull to sit, sits with support	Reaches for objects; transfers objects hand to hand	Babbles (non-specific)	Stranger anxiety	Poor head control, not reaching for objects; no babbling
9 mth	Sits steadily when unsupported, crawls, pulls to stand and stands with support	Immature pincer grasp of objects; bangs two cubes held in hand	Understands 'no' and 'bye'(r); says 'mama' and 'papa' non-specifically (e)	Waves bye; claps hands; plays peek-a-boo	Unable to sit without support; does not transfer objects
12 mth	Stands without support; walks with one hand held	Mature pincer grasp; casts objects	Follows one step command with gesture (r); says 'mama', 'papa' and 2–3 other words with meaning (e)	Points to indicate wants; imitates gestures; plays with cause-and-effect toys; drinks from a cup	Unable to stand with support; not using social gestures, such as pointing, waving
18 mth	Walks well (15 mth); stoops and recovers; walks up stairs with one hand held	Builds tower of three cubes; scribbles	Follows one-step command without gesture (r); around 10 single words with meaning (e)	Parallel play, symbolic play: 'talking' on telephone; domestic mimicry; eats with a spoon	Not walking independently; no meaningful single words
2 yr	Runs well; kicks ball, jumps with both feet off ground, climbs stairs, 2 feet per step	Builds tower of 6–7 cubes, circular scribbles, copies a vertical line	Follows two-step command (r); says two- to three-word phrases (e)	Parallel play, two-step pretend play such as chopping vegetables and serving; shows defiant behaviour	Unable to walk up stairs with help; no spontaneous two-word phrases
3 yr	Stands briefly on one foot; walks up and down stairs with alternate feet; pedals a tricycle	Builds tower of nine cubes, copies a circle	Follows three-step command (r); says three- to four-word phrases (e); identify shapes*; matches colours*	Interactive play, dresses and undresses with help; eats with fork and spoon; toilet-trained	Unable to run or jump up; no two- to three-word phrase; engages in solitary play
4 yr	Hops on one foot; has skills in ball games (throwing, catching, bouncing)	Builds tower of 12 blocks; copies a square	Can follow 'wh' questions (what, where); speaks grammatically and correctly; uses pronouns and prepositions; knows four colours*; able to rote count 1–10*	Role-play with friends; independent in day-to-day activities	Unable to hop on one leg; cannot follow two- to three-step command; no colour recognition
5 yr	Stands on one foot for 10 seconds; skips; rides a bicycle	Copies a triangle; draws a person with 6–8 body parts	Can follow 'why' and 'how' questions; speaks fluently with long descriptions; tells stories; recognises numbers 1–10 and the alphabet*	Has a group of friends; follows rules with games	Unable to give narratives; no interactive play; no alphabet and number recognition

For children born prematurely (< 37 weeks gestation), correction of prematurity should be made until the age of two years. The norms reflected here are close to 50th percentile norms. Other red flags include: not meeting the expected milestones on the health booklet, history of regression in any domain, and head circumference (HC) above the 97th percentile or less than the third percentile that does not appear to be familial, or if the HC has crossed two percentiles (up or down). *Refers to cognitive ability and not language ability. (Adapted from Bellman M, Byrne O, Sege R. Developmental assessment of children. BMJ 2013; 346:e8687; and Sharma A, Cockerill H. Children's developmental progress. In: Sharma A, Cockerill H. Mary Sheridan's From Birth to Five Years: Children's Developmental Progress. 4th ed. Abingdon, Oxon: Routledge, 2014.